

STUDENT TEST BOOKLET

6-8 Week Skills Assessments Developed for
Districts Using *Houghton Mifflin Reading*



GRADE 5
Theme 4

Student Name _____

DIRECTIONS: Read the story carefully. Then read each question and fill in the bubble next to the correct answer.

The Fun They Had

Isaac Asimov

Margie wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, “Today, Tommy found a real book!”

It was a very old book. Margie’s grandfather once said that when he was a little boy his grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly. It was awfully funny to read words that stood still instead of moving the way they were supposed to—on a screen, you know. Then, when they turned back to the page before, it had the same words on it as when they read it the first time.

“Gee,” said Tommy, “What a waste. When you’re through with the book, you just throw it away, I guess. Our television screen must have had a million books on it, and it’s good for plenty more. I wouldn’t throw *it* away.”

“Same with mine,” said Margie. She was eleven and hadn’t seen as many telebooks as Tommy had. He was thirteen.

She said, “Where did you find it?”

“At my house, in the attic.” He pointed without looking because he was busy reading.

“What’s it about?”

“School.”

Margie was scornful. “School? What’s there to write about school? I hate school.”

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test after test in geography and she had been doing worse and worse, until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round, little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn’t know how to put it together again, but he knew all right. After an hour or so, there it was again, large, silver, and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn’t so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code, which they had made her learn when she was six years old; the mechanical teacher calculated the marks in no time.

The Inspector had smiled after he was finished and patted Margie’s head. He said to her mother, “It’s not the little girl’s fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I’ve slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory.” Then he patted Margie’s head again.

Now answer the questions about this part of the selection.

1. Why do Margie and Tommy find the book interesting?
 - A. The pages were full of colorful pictures.
 - B. The story was written by their favorite author.
 - C. They liked to read books.
 - D. It was very old and printed on paper.

2. Telebooks differ from regular books because they
 - A. are written in a punch code.
 - B. have words which move on a screen.
 - C. must be played on a tape recorder.
 - D. are books that have been made into movies.

3. Margie writes her homework in special code because
 - A. she doesn't want anyone to copy her work.
 - B. a machine grades her work.
 - C. her parents write everything in code.
 - D. her teacher doesn't speak English.

4. Margie is having trouble with geography because
 - A. she does not study hard enough.
 - B. her teacher assigns too much homework.
 - C. the geography sector was presented too fast.
 - D. she hates the slot where she puts test papers.

5. Which of the following best explains why Margie hates school more than ever?
 - A. She never understands what her teacher is saying.
 - B. The County Inspector visits her school too often.
 - C. Her teacher makes her take too many tests.
 - D. There are no other students in her class.

Margie was disappointed. She had been hoping they would take the teacher away. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*centuries* ago."

Margie was hurt. "Well, I don't know what kind of school they had long ago." She read the book over his shoulder for a while, then said, "Anyway, at least they had a teacher."

"Sure they had a teacher, but it wasn't a regular teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough to be a teacher."

"Sure he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha."

Margie wasn't prepared to dispute that statement. She said, "I wouldn't want a strange man in my house teaching me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches, and that each kid has to be taught differently."

"Just the same they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those peculiar schools.

They weren't even half-finished when Margie's mother called, "Margie! School!" Margie looked up. "Not yet, Mama."

"Now!" said Mrs. Jones. "And it's probably time for Tommy, too."

Margie said to Tommy, "Can I read the book some more with you after school?"

"Maybe," he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

Now answer the questions about this part of the selection.

6. Why does Margie think humans can't teach as well as mechanical teachers?
- A. They aren't as smart as machines.
 - B. They can't understand their students.
 - C. They make their students take too many tests.
 - D. They can't teach all subjects.
7. The story says that Tommy answered Margie nonchalantly as he walked away. The word *nonchalantly* means
- A. disagreeably.
 - B. curiously.
 - C. casually.
 - D. reluctantly.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday because her mother said little girls learned better if they learned at regular hours.

The screen was lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.”

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. She imagined all the kids from the whole neighborhood laughing and shouting in the schoolyard, sitting together in the schoolroom, and going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people...

The mechanical teacher was flashing on the screen: “When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —”

Margie was thinking about how the kids must have loved going to school in the old days. She was thinking about the fun they had.

Now answer the questions about this part of the selection.

8. How were students' schooling experiences in the old days different from Margie's?
- A. They had homework.
 - B. They took tests.
 - C. They studied different subjects.
 - D. They talked to each other about what they were learning.
9. Margie would like a classroom filled with
- A. books and maps and charts.
 - B. a big chalkboard.
 - C. children her own age.
 - D. desks and tables.
10. What advice do you think the author might give about teaching?
- A. Put children in a classroom with other students.
 - B. Have children learn by watching television.
 - C. Give students more tests and less homework.
 - D. Encourage children to read more telebooks.

TOTAL SCORE: _____/10

Read each sentence. Complete each sentence with the correct form of the adjective in parentheses.

1. Denise had chosen the _____ wrapping paper in the store. (colorful)

2. We agreed the Friendly Five had chosen the _____ day of all for the party. (good)

3. Unfortunately, the weather this summer was _____ than last year. (bad)

4. The box for children’s clothing is _____ than the one for men’s clothing. (small)

Read each sentence. Mark the letter of the sentence that has correct punctuation.

5. A. Father said “I’m glad you enjoyed the opera.”
 B. “Father said, I’m glad you enjoyed the opera.”
 C. Father said, “I’m glad you enjoyed the opera.”
 D. Father said, I’m glad you enjoyed the opera.

6. A. “please stop practicing with the chopsticks” whispered Third Sister.
 B. “Please stop practicing with the chopsticks,” whispered Third Sister.
 C. “Please stop practicing with the chopsticks.” Whispered Third Sister.
 D. Please stop practicing with the chopsticks whispered Third Sister.

7. A. “Have you been to the Science Center?” Paul asked. they have a new exhibit.
- B. “Have you been to the Science Center? Paul asked. They have a new exhibit.”
- C. “Have you been to the Science Center?” Paul asked. “They have a new exhibit.”
- D. Have you been to the Science Center, Paul asked? they have a new exhibit.”

Read each sentence. Mark the letter of the sentence that has the title written correctly.

8. A. Have you read the movie review of “The Sound of Music?”
- B. Have you read the movie review of the Sound Of Music?
- C. Have you read the movie review of The Sound of Music?
- D. Have you read the movie review “The Sound Of Music?”
9. A. “The Beauty of a Sunset” is her most famous poem.
- B. ‘The Beauty of A Sunset’ is her most famous poem.
- C. The Beauty of a Sunset is her most famous poem.
- D. The Beauty of A Sunset is her most famous poem.
10. A. Last week our teacher read the book Bridges in Time.
- B. Last week our teacher read the book Bridges In Time.
- C. Last week our teacher read the book “Bridges in Time.”
- D. Last week our teacher read the book “Bridges In Time.”

TOTAL SCORE: ____/10

DIRECTIONS: Read all of the sentences. If an underlined word is misspelled, fill in the bubble next to the sentence. If none of the underlined words are misspelled, fill in the bubble next to “No mistake.”

1. A. Science was her favorite school subject.
 - B. The weather was perfect, so we desided to have a picnic at the park.
 - C. Dogs are not allowed in our apartment complex.
 - D. No mistake
2. A. While the sun was rizing, the sky turned shades of pink and gold.
 - B. In the story, the monster terrorized people in the village.
 - C. Although she thought she deserved the first-place trophy, she received a ribbon.
 - D. No mistake
3. A. My favorite part of the rodeo is the cowgirls’ barrel-racing contest.
 - B. We could barely squeeze through the opening in the cave.
 - C. The architect created a scale replica of the building.
 - D. No mistake
4. A. Forgetting to put on his wet suit, the surfer ran into the cold, ocean waves.
 - B. Customers were complaining to the manager about the store’s poor service.
 - C. When you finish addressing the invitations, I will take them to the post office.
 - D. No mistake
5. A. Listening to jazz music in the evening gave her much enjoyment.
 - B. Astronauts’ families breathlessly observed the space shuttle as it left the launch pad.
 - C. Father kept a watchful eye on my little brother as he played in the park.
 - D. No mistake

6. A. Our teacher is going to retire at the end of the school year.
- B. The baby giggled with delite when she saw the kitten.
- C. Clouds of smoke warned us that the active volcano might erupt.
- D. No mistake
7. A. Please amus yourself with a book while I finish writing this letter.
- B. Several lawsuits resulted from the unfortunate accident.
- C. Truth and honesty are values I look for in friends.
- D. No mistake
8. A. The factory owner anticipated needing two hundred new workers.
- B. Could you direct me to the nearest grocery store?
- C. We laught at the funny clown on the tightrope.
- D. No mistake
9. A. A sudden rainstorm was ruining the picnic for everyone.
- B. School council members said they were planing a carnival.
- C. Will you be swimming in the last relay race?
- D. No mistake
10. A. The tree sheltered us from the blazing sun.
- B. I counted seven birds perched in our apple tree.
- C. The storyteller mixt fact with fiction to keep our attention.
- D. No mistake

TOTAL SCORE: _____/10

PART 1 — Antonyms

DIRECTIONS: Read the sentence. Choose the word that means the **opposite** of the underlined word. Then fill in the bubble next to the word you have chosen.

1. The old farmer reluctantly sold his farm; he would surely miss it.
 - A. willingly
 - B. amazingly
 - C. disappointedly
 - D. persistently

2. We rejected their offer to buy our house because the price was too low.
 - A. detained
 - B. impressed
 - C. accepted
 - D. submitted

3. The foreign dignitary gave a splendid speech about his country.
 - A. noble
 - B. dreadful
 - C. excellent
 - D. demonstration

PART 2 — Multiple Meanings

DIRECTIONS: Read the sentence. Read and answer the question. Fill in the bubble next to the answer you have chosen.

4. Did you see the actress beam as they gave her the award?

In which sentence is the word beam used **in the same way** as in the sentence above?

 - A. He used the beam of light to guide us through the cave.
 - B. The new mother began to beam as she held her baby for the first time.
 - C. When will workers replace the broken beam in the ceiling?
 - D. My sister walked across the balance beam in gym class.

5. Rice is the staple food of many Asian countries; it is eaten daily.

In which sentence is the word staple used **in the same way** as in the sentence above?

 - A. The kitchen pantry was full of basic food items or staples.
 - B. When you finish writing your report, staple the pages and put it on my desk.
 - C. When you go to the office supply store, pick up a box of staples.
 - D. Her staple complaint was that no one helped her clean the house.

PART 3 — Context Meaning

DIRECTIONS: Read the sentence. Using context, choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

6. Because she had been sick for a long time, her muscles were weak and atrophied.
- A. festive
 - B. suspect
 - C. mature
 - D. deteriorated
7. The intricate design on her skirt includes woven patterns of color.
- A. spectator
 - B. instinct
 - C. complicated
 - D. understanding

PART 4 — Synonyms

DIRECTIONS: Read the sentence. Choose the word that means the **same**, or **about the same**, as the underlined word. Then fill in the bubble next to the word you have chosen.

8. Of course, I'll help you decorate the table for the party.
- A. accompany
 - B. memorize
 - C. master
 - D. adorn
9. Sandbags were used as an obstacle to prevent water from flooding the building.
- A. volunteer
 - B. barrier
 - C. attachment
 - D. scheme
10. Our musical heritage has been preserved by our ancestors and handed down to us.
- A. tradition
 - B. honor
 - C. layout
 - D. rhythm

TOTAL SCORE: _____/10

Passage #1

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Eight of the ficus trees in the school’s courtyard 9
 were looking unhealthy. They were wilted and could 17
 soon perish. A cure needed to be discovered at once. 27
 The school community was mystified. Therefore, the 34
 botany club was placed in charge of the dilemma. 43
 This frazzled group felt the extreme pressure. The 51
 club devised a contest to determine how to save the 61
 school’s precious vegetation. The students’ biggest 67
 concern was that perhaps no one would discover a 76
 way to revive the plants. 81
 After hearing about the contest, Rob and Jon 89
 formed a two-man team. The following weekend, 97
 Jon drove to a neighboring town to get an unusual 107
 fertilizer for the beloved plants. 112
 On Monday morning, tension was apparent in 119
 Rob’s face as he paced back and forth in front of the 131
 school waiting for Jon’s arrival. He watched with 139
 nervous anticipation. Soon he spied the bus as it 148
 slowed and stopped at the curb. When he saw his 158
 friend disembark, Rob hoped the solution had been 166
 found. As Jon exited, Rob noticed that he held a 176
 bottle of pellets in his hand. Jon waved and yelled, 186
 “Our plants are saved!” 190
 The young future scientists won the contest. 197
 The club project was successful although further 204
 research to discover a permanent cure for the ailing 213
 plants would be necessary. 217

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue ^ sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 131

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Passage #2

Refer to “General Directions for **One-Minute** Administration of Reading Passages.”

Say these specific directions to the student:

When I say “Begin,” start reading aloud at the top of this page. Read across the page (DEMONSTRATE BY POINTING). Try to read each word. If you come to a word you don’t know, I will say the word for you. Read as quickly and accurately as you can, but do not read SO fast that you make mistakes. Do your best reading.

Athletes gather at the starting line of the
 Boston Marathon. The sun peeks over the horizon.
 Wind blows toward Peter and then drifts westward
 across the river into town. The scene crackles with
 excitement. As tension builds, racers squint their
 eyes and flex their muscles. No words are spoken
 as they move into position. There are hundreds of
 people participating every year, each individual
 with a different reason for being there.

Peter is a rookie sports reporter. When the
 editor assigned today’s work, he told Peter to cover
 the competition from beginning to end. The rookie
 knows his first assignment may determine his
 future success as a writer. He breaks out in a cold
 sweat. His first story must be interesting and well
 written. Removing his fleece gloves, Peter’s fingers
 sting with the morning chill. Nervously, he cracks
 his knuckles.

As Peter takes his pencil and writes a few
 preliminary notes, a gun signals the start of the
 twenty-six mile race. Should he focus on the leading
 racers? Who will reach the finish line first? Some, he
 knows, won’t cross until late afternoon. Some won’t
 complete the race. Will something sensational
 happen? Peter panics. He must decide on the main
 focus of his story. His editor wants the finished
 article on his desk before the 8:00 p.m. deadline.

EVALUATING CODES FOR ORAL READING

sky (/) word read incorrectly
 blue ^ sky (^) inserted word
 (□) after the last word read

Comments:

FLUENCY SCORE

Number of Words
 Read Per Minute: _____

Number of Errors: — _____

Number of Words
 Read Correctly: _____

Passing Criterion
 (50th %ile) = 131

Errors include: 1) words read incorrectly; 2) words left out or inserted; 3) mispronounced words; 4) dropped endings or sounds; and 5) reversals. Self-corrections and word repetitions are NOT marked as errors.

Narrative Writing Prompt

Writing Situation: You are thinking about a time when you had to deal with disappointment.

Purpose: To share a true, personal experience

Audience: Your classmates

Writing Directions: Think about a time when things didn't turn out the way you wanted. Write a personal narrative about how you felt and how you overcame your disappointment. Use a sequence of events chart to plan your narrative.

Student Checklist:

Revising
<p>___ Did you write a beginning that catches the reader's interest?</p> <p>___ Did you use time words and phrases to make the order of events clear?</p> <p>___ Did you relate all events and details to the main topic?</p> <p>___ Do you have an ending that ties the narrative together?</p>
Proofreading
<p>___ Did you write in well-organized paragraphs?</p> <p>___ Did you use a variety of sentence structures with proper subject-verb agreement?</p> <p>___ Did you use correct grammar, punctuation, capitalization, and spelling?</p>

Conventions Score: ___/4	TOTAL RUBRIC SCORE: ___/4
Genre Score: ___/4	
Writing Traits Score: ___/4	

NOTES

NOTES

NOTES

Sixth Edition

© 2008 Reading Lions Center

**Unauthorized reproduction of this booklet, or any part thereof, is strictly prohibited.
Permission to reproduce materials must be obtained in writing from the Reading Lions Center.**